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ABSTRACT

A follow-up study sought to determine what happened to the 1990 noncollege-bound graduates of all the high schools in Somerset County, New Jersey. Data were gathered through a mailed survey and telephone follow-up (approximately 45 percent response) of the 408 graduates of the 12 of 13 high schools providing names. Some of the findings from analysis of the data gathered from the 185 respondents were the following: (1) 9 months after graduation, 150 graduates were employed and 35 were unemployed; (2) of the college-prep high school graduates, 17 were unemployed and 5 unemployed; (3) of the vocational students, 38 were employed and 11 unemployed; (3) of the vocational-technical graduates, 15 were employed and 1 unemployed; (4) of the business graduates, 9 were employed and 6 were unemployed; (5) courses of study identified as being most helpful by those employed were mathematics, vocational-technical, cooperative education, and industrial arts--about one-third of the graduates did not believe any high school courses had been helpful in obtaining employment; and (6) the most important sources for locating employment were friends and relatives, want ads, cooperative education programs, and self-initiative. The study had some methodological problems, primary of which was that it was announced initially that it would "prove" that vocational education was superior to other high school courses of study, resulting in reluctance of schools to provide names for the study and one school sending only names of employed graduates. (Appendixes include a letter to guidance counselors, orientation to telephone interviewers, letter to 1990 graduates, and the survey instrument.) (KC)

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FOLLOW UP STUDY
OF
NON COLLEGE BOUND
SOMERSET COUNTY HIGH SCHOOL GRADUATES JUNE 1990
NEW JERSEY

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ORIENTATION TO STUDY

Historically the public education school system has been criticized for allegedly not preparing the nation's youth for life and work. Those old enough can remember the 1950's movements for 'life adjustment education' and guidance and counselling that were supposed to solve this problem. Unfortunately the problem was not solved by these proposals and has received renewed attention in recent years.

Educational Testing Service, Princeton, New Jersey, has produced the most recent documents (1990) on the problem in publications titled From School to Work and Beyond High School: The Transition to Work. Paul Barton, author of From School to Work explained the purpose of the report, "(This report) is about the half of our young people who do not continue their formal educations after they graduate from high school. Proclaimed the "Forgotten Half" by the recent report of the Commission on Work, Family and Citizenship, both their plight and the country's need for their skills are receiving renewed attention." (p. 2) Clark Kerr in the Foreword of Barton's report wrote:

> All industrial societies create two difficult life-time transition points--into the workforce for young people and out of the workforce for older people. In earlier agricultural, commercial and craft societies, these transitions were more gradual and more fully cared for within the family and the local community. Now, more persons are on their own in jumping the bigger gaps into and out of the workforce. The more difficult transitions are into the workforce. And the U. S. record in assisting these transitions is among the worst in the entire industrial world. (p. 3)

Within the report Beyond High School: The Transition to Work is a discussion of vocational education and general education: Vocational education programs, which provide probably the best known work-oriented training available in public high schools, have "some serious weaknesses," according to a March 1990 report of the Progressive Policy Institute. The report criticizes the programs for their lack of academic content, as well as for not preparing the students with marketable skills. These criticisms have some validity, according to Barton. As he writes in his report, "Those in the vocational track may get some occupational education but are not likely to get the mathematics, science, and communication skills they will need to progress beyond entry-level employment (and their options for postsecondary education are often--but not necessarily--curtailed)." Despite its flaws, however, vocational education can provide solid training to those

> students who seriously pursue vocational goals. The students who are truly "forgotten" are not the 24 percent in the vocational track, nor certainly, the 25 percent in the college-prep track of the nation's high schools. The most neglected students are those who follow the general track in high school, which does not require either a strong academic or vocational focus. ...the inadequacies of that curriculum [general] are becoming increasingly visible in the form of high school graduates who are prepared neither for college nor a career. (pp. 6 & 7)

Therefore, based on the existing criticisms of public education, there was no surprise when a request was made by the superintendent of the county vocational school system to conduct a follow up of all graduates of the Somerset high schools for June 1990. The vocational educators were concerned with the well fare of many students they felt should have been enrolled in the vocational and technical schools rather than a general education curriculum with non college bound future goals. [The guidance counselors from the twelve (12) high schools in Somerset County stated that their high schools were <u>not</u> comprehensive high schools anymore but were academic high schools. They also stated the vocational aspect was the responsibility of the vocational and technical school in the county. No counselor dissented from these statements.]

Unfortunately a statement was made during the beginning of the study, while the guidance counselors representing all schools were present, that the purpose of the study was to prove the vocational school students would be 'better' than the students from the other high schools. This statement caused a five month delay in obtaining the names of the graduates of the 12 high schools as well alienating some of the guidance counselors. In fact one school failed to approve being in the study and another only provided the names of students who were known to be employed and would give the school a good rating. As one guidance counselor stated, "I delayed in sending you the names because I hoped you would go away. Besides the study is only going to make us [non vocational high schools] look bad."

A person who is a true researcher knows that the professional researcher is one who seeks the truth and does not try to 'prove anything'. Even though this statement was made to several of the guidance counselors, few expressed they believed the study would be so conducted. The investigator of this study, Charles Doty, employed a statistician, Linda S. Hirsch, to analyze the data independently in order to compare interpretations of the data so that, hopefully, the data could be analyzed to reveal an answer or partial answer to what is the key question of this follow up study--What happened to the 1990 non college bound graduates of all the high schools in Somerset

County, New Jersey.

Research Questions

Based on the key question just stated the following questions were formulated:

1. How many responded and what percentage were employed and unemployed by all schools and each school?
2. How many responded and what percentage were employed and unemployed by high school major by all schools and each school?
3. How many and what percentage were employed part time and full time per occupational classification?
4. How many and what percentage were unemployed, employed part time or employed full time by high school major?
5. How many and what percentage were employed at what wage level per high school major?
6. What courses of study would be identified by the graduates as being most helpful in seeking work by those employed and unemployed?
7. What courses of study would be identified by employed and unemployed that they judged they lacked?
8. What sources were used to help find a job by employed and unemployed?
9. What sources actually helped employed obtain a job, part time and full time employed?
10. How many and what percentage of employed and unemployed judged they were prepared or not prepared by their education?
11. How many and what percentage of persons in high school majors had judged themselves prepared or not?
12. How many and what percentage of persons who judged themselves prepared or not identified courses as being most helpful in job seeking?
13. What courses will be identified by persons who judged themselves prepared or not as those they lacked?
14. What were the reasons that persons, employed and unemployed, judged to be the cause for not being prepared?
15. How many and what percentage of persons who judged they were or were not prepared would do their high school education differently if they could be freshmen again?
16. How many and what percentage of persons employed and unemployed would do their high school education differently if they could be freshmen again?
17. What would those who indicated they would do their high school education differently change?
18. What would the persons be doing about continuing

their education?
19. What reasons would persons have for continuing or not continuing their education?

METHODOLOGY

This study was conducted in the following stages:

A request for the survey was made during the middle of September 1990 by Mr. Anthony A. D'Ovidio, Superintendent of Schools, Somerset County Vocational and Technical Schools, Bridgewater, New Jersey.

A conference was held with Mr. D'Ovidio to determine the information desired, scope of the project, e. g. number of schools, estimated students to be surveyed, etc. A meeting with the guidance counselors, representing all high schools in the county, was scheduled for the investigator of the study to explain the project and present a draft of the survey instrument for critique.

A draft of an instrument and accompanying letter was prepared as well as a one page rationale for the study.

On October 15, 1990 the meeting occurred with guidance counselors. Agreement was reached that the study would be conducted, the guidance counselors would supply the names, addresses, and telephone numbers of those persons who indicated that they were not college bound after graduating from high school but were going to seek full time employment. The counselors were also to critique the instrument.

The investigator expected that the guidance counselors would provide the names, etc., by November 15, 1990 as well as feedback on the instrument. However, only half of the guidance counselors had responded by November 15th. A letter was sent to the remaining guidance counselors dated Dec. 10, 1990. (see Appendix A)

Not until February 22, 1991 was information on the students obtained, even then one school did not respond and only five critiqued the instrument.

The instrument and cover letter were finalized. Somerset County Vocational and Technical Schools secretarial staff prepared the forms and mailed the survey to every student. (see Appendix B)

After a two week time the return rate was less than 2%.

A decision was made by the investigator to omit a follow up survey and do a telephone survey for those who had not responded to the mailed survey.

During the last two weeks in March 1991 six secretaries conducted a telephone survey of every non college bound graduate who had not responded to the mailed survey. The secretaries were given a one half hour orientation on the proper conduct of a telephone survey. Appendix C contains the rules of an interview as defined by the investigator.

During April 1991 Linda S. Hirsch was consulted on the statistical analysis of the data. The statistical analysis was delayed due to the Graduate School of Education, and computers, being moved from one building to another in order to remove asbestos from the GSE building. The statistical analysis was completed September 27, 1991. The report was completed October 11, 1991.

POPULATION AND SAMPLE

The population for this study was all the persons in the thirteen high schools in Somerset County, New Jersey, who graduated June 1990 and had prior to graduation indicated that they were not planning to attend college but were planning to seek full time employment. The resulting sample, i.e., those who were actually contacted, forms the basis for the data in this study.

Table 1 contains the information on the population and final sample. Of the thirteen high schools in the county, twelve participated. Four hundred and eight (408) were identified as non college bound graduates. However, the sample is biased because one school, Somerville, only provided those non college bound students who were known to be employed. The total, including the biased school data, sample was 408 persons.

The goal of the study was to contact every non college bound graduate. As many as eight (8) calls were made in some cases in order to contact the students; the average was three calls per person. One hundred eighty five (185) persons were contacted and useful data collected. Seventy five (75) could not be reached; 39 of the 75 had answering machines but would not return the telephone call. One person was deceased. Twenty seven (27) were hostile on the telephone, i.e., they talked to the secretaries but explained they were not friendly to the schools and refused to provide any information. Ten (10) were in the United States Armed Forces. Forty four (44) had had their telephones disconnected. One might make the assumption that the disconnected telephone meant the persons had moved. Twenty five

Table 1

Population and Sample Size, Including Reasons for Missing Data

Schools	Pop.	Sam	No Cont.	Hstle	Serv	Disc Tele	Mov.	In Sch	Wrong #
Bernardsville	15	6	0	0	0	5	2	1	0
Bound Brook	44	16	14	3	1	4	2	0	3
Bridgewater E.	20	8	5	3	0	3	0	1	0
Bridgewater W.	27	11	5	5	0	2	0	0	4
Franklin	100	28	22	5	3	17	9	2	14
Hillsborough	46	19	10	5	0	2	2	7	1
Manville	13	7	4	1	0	0	1	0	0
Montgomery	9	3	0	1	0	4	0	1	0
N. Plainfield	23	13	3	3	0	1	1	1	0
Ridge	-	-	-	-	-	-	-	-	-
Somerset Voc.	60	40	5	1	4	3	5	0	2
Somerville***	24	12	0	0	2	3	3	0	4
Watchung**	27	22	5	0	0	0	0	0	0
Totals	408	185	75*	27	10	44	25	13	28

*One additional person could be added, i.e., a deceased person.
**Watchung High School (23 students) & Greenbrook Middle (4 students) were combined.
***Somerville reported only employed non college bound 1990 graduates, not <u>all</u> non college bound college graduates.

Pop. means the total number of non college bound 1990 graduates.
Sam. means those graduates that provided information.
No Cont. means no contact could be made with the person. These figures include those that could not be contacted by telephone or mail even though the telephone number and address were known. Thirty nine (39) of the 75 were left several messages via telephone but would never return the telephone request.
Hstle means the person would not answer and expressed hostility toward the school.

Table 1 (cont'd)
Serv means those person serving in the U. S. Armed Forces.
Disc. Tele. means the person's telephone was disconnected, therefore the person might be presumed to have moved.
Mov. means that the person has moved.
In Sch. means the person is presently enrolled in school.
Wrong Tele# means the telephone number was incorrect as supplied by each high school and the correct one could not be found.

persons are known to have moved. Thirteen were reported by parents to be in school; 9 of the 13 were enrolled in Somerset Technical Institute. Finally twenty eight persons could not be reached because the telephone numbers were incorrect as provided by the various high schools.

To summarize, a forty five percent (45%) sample was obtained from the 408 persons reported as being non college bound. If one includes the 10 persons in service and 13 persons in school the sample is 50%.

FINDINGS

The findings of this study, based on the 185 persons that provided information, are presented in the order that the questions were previously presented. There were no statistical tests of significant difference made because there was insufficient data for most of the questions to be so analyzed. However, there is sufficient data to show trends.

One should consider, when reviewing this study, that at the time of this study the unemployment rate reached the highest levels in twelve years, 6.8 to 7.0% in the State of New Jersey, depending on the geographic area of the State. In addition, the United States of America was preparing to engage a foreign government in war.

The data from all schools was combined to answer the 19 sub questions stated for this study. Data on individual schools is presented in the Appendix for persons interested in individual schools.

Question 1 How many responded and what percentage were employed and unemployed by all schools and each school?

Table 1 contains a thorough documentation of the population and sample as previously explained. To repeat, 408 persons were identified as non college bound 1990 graduates by 12 schools in Somerset County, New Jersey. Data was obtained from 185.

Table 2 contains the responses obtained for each school concerning the number of graduates employed and unemployed. For example, eleven (11) graduates from Bridgewater West provided information for this study. These 11 graduates were 5.95% of the total 185 graduates. Ten (10) of the eleven (11) were employed and one (1) was unemployed. The ten (10) represented 5.41% of the 185 persons contacted; the one (1) represented 0.54% of the 185 persons contacted. The ten (10) represented 90.91% of the eleven (11) respondents and one (1) represented 9.09% of the eleven respondents. The ten employed represented 6.67% of the total of 150 respondents who were employed. Like wise the one person

unemployed represented 2.86% of the 35 persons unemployed. All the tables except Table 15 are structured in this manner.

To summarize Table 2, there were 150 persons employed during the last two weeks of March 1990, i.e., nine months after graduation. Thirty five (35) were unemployed. If one examines Table 1, the ten (10) persons in the United States Armed Services could be added to the 150 persons employed. Projections from these known facts cannot be made for those graduates that could not be contacted because an examination of Table 2 reveals that most respondents (81.08%) were employed. This raises the question, did those persons unemployed avoid supplying information on themselves? As always, in research, more questions are raised than answered.

Question 2 How many responded and what percentage were employed and unemployed by high school major by all schools and each school?

Referring to Table 3, data was collected from 185 respondents who indicated what they considered their high school major. Again 150 of these persons were employed and 35 unemployed. A selected analysis of the Table reveals that of 22 persons in college preparation 17 are employed and 5 unemployed. In general education, 32 of the 37 persons are employed and 5 unemployed. Thirty eight of the 49 vocational majors are employed and 11 unemployed. If one looks at the variations of college majors, e.g., Industrial Arts/College, Industrial Arts/General, Vocational/General Education, Vocational/Industrial Arts everyone is employed. Those in variations of college majors including business were not fully employed but there were more persons in the 'business' categories.

Question 3 How many and what percentage were employed part time and full time per occupational classification? [The classifications were taken from U. S. Government data collection systems.]

Table 4 contains the data for question 3. One hundred fifty persons were employed as previously stated. Of these 98 are employed in Commerce/Trade, 21 part time and 77 full time. Fourteen persons are employed in areas labeled personal development, e.g., travel agencies, cosmetology. Nine persons are in construction. The remainder are scattered in the categories that include truck drivers, manufacturing, mineral extraction, etc. The trend is clearly seen that the majority (65.33%) seek work in commerce/trade.

Question 4 How many and what percentage were unemployed, employed part time or employed full time by high school major?

Table 2

School and Employment Status

	SCHOOL	employed	unemploy	Total
Frequency	Bernardsville	6	0	6
% of total		3.24	0.00	3.24
% of row		100.00	0.00	
% of column		4.00	0.00	
	Bound Brook	11	5	16
		5.95	2.70	8.65
		68.75	31.25	
		7.33	14.29	
	Bridgewater E	8	0	8
		4.32	0.00	4.32
		100.00	0.00	
		5.33	0.00	
	Bridgewater W	10	1	11
		5.41	0.54	5.95
		90.91	9.09	
		6.67	2.86	
	Franklin	18	10	28
		9.73	5.41	15.14
		64.29	35.71	
		12.00	28.57	
	Hillsborough	18	1	19
		9.73	0.54	10.27
		94.74	5.26	
		12.00	2.86	
	Manville	7	0	7
		3.78	0.00	3.78
		100.00	0.00	
		4.67	0.00	
	Montgomery	2	1	3
		1.08	0.54	1.62
		66.67	33.33	
		1.33	2.86	
	N. Plainfield	13	0	13
		7.03	0.00	7.03
		100.00	0.00	
		8.67	0.00	

Table 2

School and Employment Status (Cont.)

Somerset Voc	30	10	40
	16.22	5.41	21.62
	75.00	25.00	
	20.00	28.57	
Somerville	10	2	12
	5.41	1.08	6.49
	83.33	16.67	
	6.67	5.71	
Watchung	17	5	22
	9.19	2.70	11.89
	77.27	22.73	
	11.33	14.29	
Total	150	35	185
	81.08	18.92	100.00

Table 3

High School Major and Status of Employment

	MAJOR	EMPLOYMENT		
		employed	unemploy	Total
Frequency	DID NOT ANSWER	4	0	4
% of total		2.16	0.00	2.16
% of row		100.00	0.00	
% of column		2.67	0.00	
	Business	18	3	21
		9.73	1.62	11.35
		85.71	14.29	
		12.00	8.57	
	Business\college	2	5	7
		1.08	2.70	3.78
		28.57	71.43	
		1.33	14.29	
	Business\Gen. Ed	7	1	8
		3.78	0.54	4.32
		87.50	12.50	
		4.67	2.86	
	College Prep	17	5	22
		9.19	2.70	11.89
		77.27	22.73	
		11.33	14.29	
	General Ed	32	5	37
		17.30	2.70	20.00
		86.49	13.51	
		21.33	14.29	
	Ind.Arts	4	3	7
		2.16	1.62	3.78
		57.14	42.86	
		2.67	8.57	
	Ind.Arts\busines	3	0	3
		1.62	0.00	1.62
		100.00	0.00	
		2.00	0.00	

Table 3

High School Major and Status of Employment (Cont.)

MAJOR	EMPLOYMENT		
Col Pct	employed	unemploy	Total
Ind.Arts\college	3 1.62 100.00 2.00	0 0.00 0.00 0.00	3 1.62
Ind.Arts\Gen. Ed	6 3.24 100.00 4.00	0 0.00 0.00 0.00	6 3.24
Vocational	38 20.54 77.55 25.33	11 5.95 22.45 31.43	49 26.49
Vo-tech\business	2 1.08 66.67 1.33	1 0.54 33.33 2.86	3 1.62
Vo-tech\Gen. Ed	9 4.86 100.00 6.00	0 0.00 0.00 0.00	9 4.86
Vo-tech\Ind.Arts	4 2.16 100.00 2.67	0 0.00 0.00 0.00	4 2.16
other	1 0.54 50.00 0.67	1 0.54 50.00 2.86	2 1.08
Total	150 81.08	35 18.92	185 100.00

Table 4

Type of Job by Employment Status

Type of Job	part time	full time	Total
public ser\govrn	2	0	2
	1.33	0.00	1.33
	100.00	0.00	
	6.06	0.00	
transportation	1	4	5
	0.67	2.67	3.33
	20.00	80.00	
	3.03	3.42	
manufacturing	1	1	2
	0.67	0.67	1.33
	50.00	50.00	
	3.03	0.85	
Nat. resources	1	4	5
	0.67	2.67	3.33
	20.00	80.00	
	3.03	3.42	
conservation	0	3	3
	0.00	2.00	2.00
	0.00	100.00	
	0.00	2.56	
Commerce\trade	21	77	98
	14.00	51.33	65.33
	21.43	78.57	
	63.64	65.81	
commun\media	3	3	6
	2.00	2.00	4.00
	50.00	50.00	
	9.09	2.56	
construction	1	8	9
	0.67	5.33	6.00
	11.11	88.89	
	3.03	6.84	
personal develp	2	12	14
	1.33	8.00	9.33
	14.29	85.71	
	6.06	10.26	
creative arts	0	2	2
	0.00	1.33	1.33
	0.00	100.00	
	0.00	1.71	

Table 4

Type of Job by Employment Status (Cont.)

Type of Job	part time	full time	Total
health\family	1	3	4
	0.67	2.00	2.67
	25.00	75.00	
	3.03	2.56	
Total	33	117	150
	22.00	78.00	100.00

Table 5 shows the data concerning this question. Some of the items that seem important in this Table are the Business/College major in which 5 out of 7 persons are unemployed; College Prep that has 5 unemployed and 4 employed part time out of 13 persons; General Education that has 5 unemployed and 7 employed part time out of 37 graduates; and Vocational Education that has 11 unemployed and 7 employed part time out of 49 graduates. The General Education majors fared better in percentage of employment than College Preparation and Vocational Education by 86% to 77% and 61% respectively. The Business major seems to be a good area for graduates with 14 employed full time, 4 part time out of 21 persons.

Question 5 How many and what percentage were employed at what wage level per high school major?

An examination of Table 6 reveals that 20 or 16.67% make $5.00 or less, 91 or 75.83% make between $6 and $10 and 9 or 7.50% make above $11.00 per hour. In other words, the beginning salaries seem equivalent no matter what the major and are on the low spectrum of earnings as might be expected when one considers that the persons being surveyed are high school graduates.

Question 6 What courses of study would be identified by the graduates as being most helpful in seeking work by those employed and unemployed?

Table 7 reveals that the top four courses of study identified by those employed as being most helpful were Math, Vocational Technical, Cooperative Education and Industrial Arts respectively. The reader should note that 41 persons reported that no course of study helped in seeking employment. One might make the assumption that persons seeking employment have encountered testing/interviews that required mathematics knowledge and the knowledge gained from the practical arts curricula. One might also theorize that many graduates do not recognize anything in the high school curriculum that did help them find employment.

Question 7 What courses of study would be identified by employed and unemployed that they judged they lacked?

In Table 8, 51 or 27.57% of the 185 respondents judged they did not lack any course of study when seeking employment. Almost twelve percent (11.89%) reported that they lacked knowledge in math/physics. Other courses of study were mentioned about equally by the respondents.

Question 8 What sources were used to help find a job by employed and unemployed?

Table 5

High School Major and Level of Employment

MAJOR

Frequency Percent Row Pct Col Pct	no job	part time	full time	Total
DID NOT ANSWER	0 0.00 0.00 0.00	0 0.00 0.00 0.00	4 2.16 100.00 3.42	4 2.16
Business	3 1.62 14.29 8.57	4 2.16 19.05 12.12	14 7.57 66.67 11.97	21 11.35
Business\college	5 2.70 71.43 14.29	1 0.54 14.29 3.03	1 0.54 14.29 0.85	7 3.78
Business\Gen. Ed	1 0.54 12.50 2.86	1 0.54 12.50 3.03	6 3.24 75.00 5.13	8 4.32
College Prep	5 2.70 22.73 14.29	4 2.16 18.18 12.12	13 7.03 59.09 11.11	22 11.89
General Ed	5 2.70 13.51 14.29	7 3.78 18.92 21.21	25 13.51 67.57 21.37	37 20.00
Ind.Arts	3 1.62 42.86 8.57	1 0.54 14.29 3.03	3 1.62 42.86 2.56	7 3.78
Ind.Arts\busines	0 0.00 0.00 0.00	1 0.54 33.33 3.03	2 1.08 66.67 1.71	3 1.62
Ind.Arts\college	0 0.00 0.00 0.00	1 0.54 33.33 3.03	2 1.08 66.67 1.71	3 1.62

Table 5

High School Major and Level of Employment (Cont.)

MAJOR

	no job	part time	full time	Total
Ind.Arts\Gen. Ed	0	3	3	6
	0.00	1.62	1.62	3.24
	0.00	50.00	50.00	
	0.00	9.09	2.56	
Vocational	11	7	31	49
	5.95	3.78	16.76	26.49
	22.45	14.29	63.27	
	31.43	21.21	26.50	
Vo-tech\business	1	0	2	3
	0.54	0.00	1.08	1.62
	33.33	0.00	66.67	
	2.86	0.00	1.71	
Vo-tech\Gen. Ed	0	1	8	9
	0.00	0.54	4.32	4.86
	0.00	11.11	88.89	
	0.00	3.03	6.84	
Vo-tech\Ind.Arts	0	2	2	4
	0.00	1.08	1.08	2.16
	0.00	50.00	50.00	
	0.00	6.06	1.71	
other	1	0	1	2
	0.54	0.00	0.54	1.08
	50.00	0.00	50.00	
	2.86	0.00	0.85	
Total	35	33	117	185
	18.92	17.84	63.24	100.00

Table 6

High School Major and Level of Wage

MAJOR / WAGES Frequency Percent Row Pct Col Pct	$5 OR LESS	$6-10	$11-15	over 20	Total
DID NOT ANSWER	0 0.00 0.00 0.00	2 1.67 100.00 2.20	0 0.00 0.00 0.00	0 0.00 0.00 0.00	2 1.67
Business	2 1.67 13.33 10.00	11 9.17 73.33 12.09	2 1.67 13.33 33.33	0 0.00 0.00 0.00	15 12.50
Business\college	0 0.00 0.00 0.00	0 0.00 0.00 0.00	1 0.83 100.00 16.67	0 0.00 0.00 0.00	1 0.83
Business\Gen. Ed	0 0.00 0.00 0.00	6 5.00 100.00 6.59	0 0.00 0.00 0.00	0 0.00 0.00 0.00	6 5.00
College Prep	6 5.00 37.50 30.00	9 7.50 56.25 9.89	0 0.00 0.00 0.00	1 0.83 6.25 33.33	16 13.33
General Ed	5 4.17 17.86 25.00	21 17.50 75.00 23.08	1 0.83 3.57 16.67	1 0.83 3.57 33.33	28 23.33
Ind.Arts	2 1.67 50.00 10.00	1 0.83 25.00 1.10	1 0.83 25.00 16.67	0 0.00 0.00 0.00	4 3.33
Ind.Arts\busines	0 0.00 0.00 0.00	3 2.50 100.00 3.30	0 0.00 0.00 0.00	0 0.00 0.00 0.00	3 2.50
Ind.Arts\college	1 0.83 50.00 5.00	1 0.83 50.00 1.10	0 0.00 0.00 0.00	0 0.00 0.00 0.00	2 1.67

Table 6

High School Major and Level of Wage (Cont.)

MAJOR	WAGES				
	$5 OR LESS	$6-10	$11-15	over 20	Total
Ind.Arts\Gen. Ed	0	6	0	0	6
	0.00	5.00	0.00	0.00	5.00
	0.00	100.00	0.00	0.00	
	0.00	6.59	0.00	0.00	
Vocational	2	18	1	0	21
	1.67	15.00	0.83	0.00	17.50
	9.52	85.71	4.76	0.00	
	10.00	19.78	16.67	0.00	
Vo-tech\business	0	2	0	0	2
	0.00	1.67	0.00	0.00	1.67
	0.00	100.00	0.00	0.00	
	0.00	2.20	0.00	0.00	
Vo-tech\Gen. Ed	2	6	0	1	9
	1.67	5.00	0.00	0.83	7.50
	22.22	66.67	0.00	11.11	
	10.00	6.59	0.00	33.33	
Vo-tech\Ind.Arts	0	4	0	0	4
	0.00	3.33	0.00	0.00	3.33
	0.00	100.00	0.00	0.00	
	0.00	4.40	0.00	0.00	
other	0	1	0	0	1
	0.00	0.83	0.00	0.00	0.83
	0.00	100.00	0.00	0.00	
	0.00	1.10	0.00	0.00	
Total	20	91	6	3	120
	16.67	75.83	5.00	2.50	100.00

Frequency Missing = 65

Table 7

Courses of Study Identified as Most Helpful in Seeking Work Per Employment Status (Cont.)

HELPED	employed	unemploy	Total
all	5	0	5
	2.70	0.00	2.70
	100.00	0.00	
	3.33	0.00	
computers	3	1	4
	1.62	0.54	2.16
	75.00	25.00	
	2.00	2.86	
electrical	3	1	4
	1.62	0.54	2.16
	75.00	25.00	
	2.00	2.86	
type\steno\comp	4	0	4
	2.16	0.00	2.16
	100.00	0.00	
	2.67	0.00	
typing\steno	2	1	3
	1.08	0.54	1.62
	66.67	33.33	
	1.33	2.86	
music	2	0	2
	1.08	0.00	1.08
	100.00	0.00	
	1.33	0.00	
DON'T KNOW	2	0	2
	1.08	0.00	1.08
	100.00	0.00	
	1.33	0.00	
nurse\med tech	1	1	2
	0.54	0.54	1.08
	50.00	50.00	
	0.67	2.86	

Table 7 (Continued)

HELPED	employed	unemployed	Total
business\computr	2	0	2
	1.08	0.00	1.08
	100.00	0.00	
	1.33	0.00	
other	2	1	3
	1.08	0.54	1.62
	66.67	33.33	
	1.33	2.86	
Total	150	35	185
	81.08	18.92	100.00

Table 8

Courses of Study Identified As Those Lacked in Seeking Work Per Employment Status

LACKED

		employed	unemploy	Total
Frequency	DID NOT ANSWER	18	15	33
% of total		9.73	8.11	17.84
% of row		54.55	45.45	
% of column		12.00	42.86	
	none	44	7	51
		23.78	3.78	27.57
		86.27	13.73	
		29.33	20.00	
	math\physics	21	1	22
		11.35	0.54	11.89
		95.45	4.55	
		14.00	2.86	
	other	8	2	10
		4.32	1.08	5.41
		80.00	20.00	
		5.33	5.71	
	business	7	1	8
		3.78	0.54	4.32
		87.50	12.50	
		4.67	2.86	
	accounting	6	1	7
		3.24	0.54	3.78
		85.71	14.29	
		4.00	2.86	
	typing\steno	6	1	7
		3.24	0.54	3.78
		85.71	14.29	
		4.00	2.86	
	shop\mech	6	1	7
		3.24	0.54	3.78
		85.71	14.29	
		4.00	2.86	
	Media\Commun	5	1	6
		2.70	0.54	3.24
		83.33	16.67	
		3.33	2.86	

Table 8

Courses of Study Identified As Those Lacked in Seeking Work Per Employment Status (Cont.)

LACKED	employed	unemploy	Total
electronics	2 1.08 40.00 1.33	3 1.62 60.00 8.57	5 2.70
history\soc stud	5 2.70 100.00 3.33	0 0.00 0.00 0.00	5 2.70
Blueprint reading Drafting	4 2.16 80.00 2.67	1 0.54 20.00 2.86	5 2.70
foreign lang.	5 2.70 100.00 3.33	0 0.00 0.00 0.00	5 2.70
computers	3 1.62 75.00 2.00	1 0.54 25.00 2.86	4 2.16
type\steno\comp	4 2.16 100.00 2.67	0 0.00 0.00 0.00	4 2.16
DON'T KNOW	3 1.62 100.00 2.00	0 0.00 0.00 0.00	3 1.62
Vo-tech	1 0.54 100.00 0.67	0 0.00 0.00 0.00	1 0.54

Table 8 (Continued)

LACKED

	employed	unemploy	Total
college prep	1	0	1
	0.54	0.00	0.54
	100.00	0.00	
	0.67	0.00	
child care\med	1	0	1
	0.54	0.00	0.54
	100.00	0.00	
	0.67	0.00	
Total	150	35	185
	81.08	18.92	100.00

Table 9 reveals that non college bound graduates are relying heavily on friends and relatives to find a job (60 or 32.43% of the 185 respondents). Another 17 graduates used a combination of friends/relatives plus want ads to seek jobs. Persons who were in cooperative education used the programs for finding jobs and had a 95.24 employment rate. Want ads only and self initiative also ranked fairly high in use. The trend is for non college bound graduates to rely heavily on friends, relatives, want ads and self initiative to find jobs. In addition those persons in cooperative education programs use the programs to locate jobs and are highly successful in obtaining jobs.

Question 9 What sources actually helped employed obtain a job, part time and full time employed?

The predominant sources that actually helped graduates find full time employment are friends and relatives, want ads, cooperative education programs, and self initiative. Teachers, school job placement services and private agencies were almost insignificant as sources for obtaining jobs. (see Table 10)

Question 10 How many and what percentage of employed and unemployed judged they were prepared or not prepared by their education?

Of the 185 respondents, 15.93% of the employed indicated they judged they were not prepared and 5.49% of the unemployed indicted they were not prepared, i.e. 21.43% or 39 persons judged they were not prepared by their education. Seventy eight percent (143 graduates) judged they were prepared by their education. Conclusion: 39 persons is too high a number of persons judging they were not prepared by their education. This judgment is the result of the graduates being in the labor market for nine (9) months. These nine months in the labor market should have given the graduates a realistic view of their capabilities, at least as perceived by the investigator of this study. (Table 11)

Question 11 How many and what percentage of persons in high school majors had judged themselves prepared or not?

Examining Table 12 one finds that those judging they were not prepared had majors in College Prep (31.82 %), General Education (25.71%), Business (23.81%) and Vocational Education (12.50%). Conclusion: these percentages of those judging they were not prepared by the respective majors are too high.

Question 12 How many and what percentage of persons who judged themselves prepared or not identified courses as being not helpful in job seeking?

Table 9

Sources Used to Find Jobs Per Employment Status

SOURCE(used in job search)		EMPLOYMENT STATUS		
		employed	unemploy	Total
Frequencey	did not answer	10	17	27
% of total		5.41	9.19	14.59
% of row		37.04	62.96	
% of column		6.67	48.57	
	friend\Relative	56	4	60
		30.27	2.16	32.43
		93.33	6.67	
		37.33	11.43	
	want ads only	22	6	28
		11.89	3.24	15.14
		78.57	21.43	
		14.67	17.14	
	Co-op\CIE\COE programs	20	1	21
		10.81	0.54	11.35
		95.24	4.76	
		13.33	2.86	
	want ads friends relatives	12	3	15
		6.49	1.62	8.11
		80.00	20.00	
		8.00	8.57	
	self initiative	17	0	17
		9.19	0.00	8.65
		100.00	0.00	
		11.34	0.00	
	want ads\agency	3	2	5
		1.62	1.08	2.70
		60.00	40.00	
		2.00	5.71	
	teacher\advisor	2	1	3
		1.08	0.54	1.62
		66.67	33.33	
		1.33	2.86	
	Vo-tech teacher	3	0	3
		1.62	0.00	1.62
		100.00	0.00	
		2.00	0.00	

Table 9

Sources Used to Find Jobs Per Employment Status (Cont.)

SOURCE(used in job search)	EMP		
	employed	unemploy	Total
want ads School job plcmt	1 0.54 100.00 0.67	0 0.00 0.00 0.00	1 0.54
friend\Relative agency	1 0.54 100.00 0.67	0 0.00 0.00 0.00	1 0.54
Votech teacher relative	1 0.54 100.00 0.67	0 0.00 0.00 0.00	1 0.54
Vo-tech program	0 0.00 0.00 0.00	1 0.54 100.00 2.86	1 0.54
Co-op\CIE\COE friends\relative	1 0.54 100.00 0.67	0 0.00 0.00 0.00	1 0.54
self initiative friend\relative	1 0.54 100.00 0.67	0 0.00 0.00 0.00	1 0.54
Total	150 81.08	35 18.92	185 100.00

Table 10

Sources That Actually Helped Employed Obtain Part Time or Full Time Employment

ACTUAL(source of job)		part time	full time	Total
Frequency	friend\Relative	18	50	68
% of total		12.50	34.72	47.22
% of row		26.47	73.53	
% of column		58.06	44.25	
	want ads	4	20	24
		2.78	13.89	16.67
		16.67	83.33	
		12.90	17.70	
	Co-op\CIE\COE	2	19	21
		1.39	13.19	14.58
		9.52	90.48	
		6.45	16.81	
	self initiative	6	13	19
		4.17	9.03	13.19
		31.58	68.42	
		19.35	11.50	
	Vo-tech teacher	0	4	4
		0.00	2.78	2.78
		0.00	100.00	
		0.00	3.54	
	agency\temps	0	4	4
		0.00	2.78	2.78
		0.00	100.00	
		0.00	3.54	
	School Job Placm	0	2	2
		0.00	1.39	1.39
		0.00	100.00	
		0.00	1.77	
	teacher\advisor	1	1	2
		0.69	0.69	1.39
		50.00	50.00	
		3.23	0.88	
	Total	31	113	144
		21.53	78.47	100.00

Frequency Missing = 6

Table 11

Non College Bound Graduates Who Judged They Were Prepared/Not Prepared Per Employment Status

PREPARED	employed	unemploy	Total
no	29	10	39
	15.93	5.49	21.43
	74.36	25.64	
	19.73	28.57	
yes	118	25	143
	64.84	13.74	78.57
	82.52	17.48	
	80.27	71.43	
Total	147	35	182
	80.77	19.23	100.00

Frequency Missing = 3

Table 12

High School Major and Non College Bound Graduates Who Judged They Were Prepared/Not Prepared

MAJOR		PREPARED		
		no	yes	Total
Frequency	major missing	1	3	4
% of total		0.55	1.65	2.20
% of row		25.00	75.00	
% of column		2.56	2.10	
	Business	5	16	21
		2.75	8.79	11.54
		23.81	76.19	
		12.82	11.19	
	Business\college	2	5	7
		1.10	2.75	3.85
		28.57	71.43	
		5.13	3.50	
	Business\Gen. Ed	3	5	8
		1.65	2.75	4.40
		37.50	62.50	
		7.69	3.50	
	College Prep	7	15	22
		3.85	8.24	12.09
		31.82	68.18	
		17.95	10.49	
	General Ed	9	26	35
		4.95	14.29	19.23
		25.71	74.29	
		23.08	18.18	
	Ind.Arts	1	6	7
		0.55	3.30	3.85
		14.29	85.71	
		2.56	4.20	
	Ind.Arts\busines	1	2	3
		0.55	1.10	1.65
		33.33	66.67	
		2.56	1.40	
	Ind.Arts\college	0	3	3
		0.00	1.65	1.65
		0.00	100.00	
		0.00	2.10	
	Ind.Arts\Gen. Ed	1	5	6
		0.55	2.75	3.30
		16.67	83.33	
		2.56	3.50	

Table 12

High School Major and Non College Bound Graduates Who Judged They Were Prepared/Not Prepared (Cont.)

Vocational	6	42	48
	3.30	23.08	26.37
	12.50	87.50	
	15.38	29.37	
Vo-tech\business	1	2	3
	0.55	1.10	1.65
	33.33	66.67	
	2.56	1.40	
Vo-tech\Gen. Ed	0	9	9
	0.00	4.95	4.95
	0.00	100.00	
	0.00	6.29	
Vo-tech\Ind.Arts	1	3	4
	0.55	1.65	2.20
	25.00	75.00	
	2.56	2.10	
other	1	1	2
	0.55	0.55	1.10
	50.00	50.00	
	2.56	0.70	
Total	39	143	182
	21.43	78.57	100.00

Frequency Missing = 3
(did not answer question)

An interpretation of the data in Table 13 is that students who judged they were prepared for seeking employment stated that Vocational Education (100%), Mathematics (90%), Industrial Arts (92.31%), and Cooperative Education (88.89) courses of study were most helpful in job seeking. Twenty two persons did not answer the question and forty one persons indicated that there were no courses of study that helped them in job seeking.

Question 13 What courses will be identified by persons who judged themselves prepared or not as those they lacked?

Twenty eight percent (28.02%) of the 182 respondents to this question indicated they did not lack any course of study. Math/Physics again surfaced as being needed. The remainder of the categories does not contain sufficient data for any interpretation. (Table 14)

Question 14 What were the reasons that persons, employed and unemployed, judged to be the cause for not being prepared?

Only 39 persons answered this question. The predominant answer that emerged from those who did answer the question was that they were not taught enough. (Table 15)

Question 15 How many and what percentage of persons who judged they were or were not prepared would do their high school education differently if they could be freshmen again?

Referring to Table 16, of the 182 persons who responded to this question 77 (42.31%) persons said they would not do anything differently. One hundred three (56.59%) indicated they would do their high school education differently; of these 28 persons rated themselves unprepared and 75 rated themselves prepared. To summarize, the majority of graduates who rated themselves prepared or unprepared would do their high school education differently. The question remains how would they change their education?

Question 16 How many and what percentage of persons employed and unemployed would do their high school education differently if they could be freshmen again?

Of the 182 persons who responded to this question 77 (42.08%) persons said they would not do anything differently; 60 of these were employed and 17 unemployed. One hundred and four (56.83%) said they would do their high school education differently; 87 of these were employed and 17 unemployed. Two persons did not know what they would do. To summarize, the majority of graduates, employed or unemployed, (56.83%) would do their high school education differently. Again, how would they change their education? (Table 17)

Table 13

Non College Bound Graduates' Identification of Those Courses of Study Judged "Most Helpful" Per Judgement of Themselves Being Prepared/Not Prepared

HELPED	PREPARED		Total
	no	yes	
did not answer the question that asked which courses helped	7 3.85 31.82 17.95	15 8.24 68.18 10.49	22 12.09
none	13 7.14 31.71 33.33	28 15.38 68.29 19.58	41 22.53
math	2 1.10 10.00 5.13	18 9.89 90.00 12.59	20 10.99
Vo-tech	0 0.00 0.00 0.00	19 10.44 100.00 13.29	19 10.44
COE\CIE	2 1.10 11.11 5.13	16 8.79 88.89 11.19	18 9.89
industrial art	1 0.55 7.69 2.56	12 6.59 92.31 8.39	13 7.14
English	2 1.10 28.57 5.13	5 2.75 71.43 3.50	7 3.85
business	2 1.10 33.33 5.13	4 2.20 66.67 2.80	6 3.30
math\english	1 0.55 20.00 2.56	4 2.20 80.00 2.80	5 2.75
all	2 1.10 40.00 5.13	3 1.65 60.00 2.10	5 2.75

Table 13

Non College Bound Graduates' Identification of Those Courses of Study Judged "Most Helpful" Per Judgement of Themselves Being Prepared/Not Prepared (Cont.)

courses	no	yes	
electrical	0 0.00 0.00 0.00	4 2.20 100.00 2.80	4 2.20
typing shorthand and computers	1 0.55 25.00 2.56	3 1.65 75.00 2.10	4 2.20
computers	2 1.10 50.00 5.13	2 1.10 50.00 1.40	4 2.20
typing shorthand	2 1.10 66.67 5.13	1 0.55 33.33 0.70	3 1.65
dont' know	1 0.55 50.00 2.56	1 0.55 50.00 0.70	2 1.10
nursing medical tech.	0 0.00 0.00 0.00	2 1.10 100.00 1.40	2 1.10
business\computr	0 0.00 0.00 0.00	2 1.10 100.00 1.40	2 1.10
other	0 0.00 0.00 0.00	2 1.10 100.00 1.40	2 1.10

Table 13

Non College Bound Graduates' Identification of Those Courses of Study Judged "Most Helpful" Per Judgement of Themselves Being Prepared/Not Prepared (Cont.)

music	1	1	2
	0.55	0.55	1.10
	50.00	50.00	
	2.56	0.70	
college prep	0	1	1
	0.00	0.55	0.55
	0.00	100.00	
	0.00	0.70	
Total	39	143	182
	21.43	78.57	100.00

Frequency Missing = 3

Table 14

Non College Bound Graduates' Identification of Those Courses of Study Judged as "Lacking" Per Judgement of Themselves Being Prepared/Not Prepared

LACKED	PREPARED		
	no	yes	Total
did not answer the question that asked about lacking courses	9 4.95 29.03 23.08	22 12.09 70.97 15.38	31 17.03
none	7 3.85 13.73 17.95	44 24.18 86.27 30.77	51 28.02
math\physics	3 1.65 13.64 7.69	19 10.44 86.36 13.29	22 12.09
other	2 1.10 20.00 5.13	8 4.40 80.00 5.59	10 5.49
business	4 2.20 50.00 10.26	4 2.20 50.00 2.80	8 4.40
accounting	1 0.55 14.29 2.56	6 3.30 85.71 4.20	7 3.85
typing\steno	4 2.20 57.14 10.26	3 1.65 42.86 2.10	7 3.85
shop\mech	2 1.10 28.57 5.13	5 2.75 71.43 3.50	7 3.85
media\Commun	2 1.10 33.33 5.13	4 2.20 66.67 2.80	6 3.30

Table 14

Non College Bound Graduates' Identification of Those Courses of Study Judged as "Lacking" Per Judgement of Themselves Being Prepared/Not Prepared (Cont.)

electronics	0 0.00 0.00 0.00	5 2.75 100.00 3.50	5 2.75
Blueprint\draftn	0 0.00 0.00 0.00	5 2.75 100.00 3.50	5 2.75
history\soc stud	0 0.00 0.00 0.00	5 2.75 100.00 3.50	5 2.75
computers	1 0.55 25.00 2.56	3 1.65 75.00 2.10	4 2.20
type\steno\comp	1 0.55 25.00 2.56	3 1.65 75.00 2.10	4 2.20
foreign lang.	1 0.55 25.00 2.56	3 1.65 75.00 2.10	4 2.20
don't know	1 0.55 33.33 2.56	2 1.10 66.67 1.40	3 1.65
Vo-tech	1 0.55 100.00 2.56	0 0.00 0.00 0.00	1 0.55

Table 14

Non College Bound Graduates' Identification of Those Courses of Study judged as "Lacking" Per Judgement of Themselves Being Prepared/Not Prepared (Cont.)

college prep	0	1	1
	0.00	0.55	0.55
	0.00	100.00	
	0.00	0.70	
child care\med	0	1	1
	0.00	0.55	0.55
	0.00	100.00	
	0.00	0.70	
Total	39	143	182
	21.43	78.57	100.00

Frequency Missing = 3

Table 15

Reasons Why Non College Bound Graduates Judged They Were Not Prepared

Don't know	1 2.56	N %
did not try\hate	4 10.26	N %
need trade	6 15.38	N %
need business	3 7.69	Nn %
not what wanted	3 7.69	N %
not taught enoug	19 48.72	N %
school stinks	1 2.56	N %
Need training about "real life"	2 5.12	N %

Total = 39

Table 16

Non College Bound Graduates Who Judged Themselves Prepared/Not Prepared Asked If They Would Do Their High School Education Differently If They Could Be Freshmen Again

	Do Differently			
Prepared	No	Yes	don't know'	Total
No	10	28	1	39
	5.49	15.38	0.55	21.43
	25.64	71.79	2.56	
	12.99	27.18	50.00	
Yes	67	75	1	143
	36.81	41.21	0.55	78.57
	46.85	52.45	0.70	
	87.01	72.82	50.00	
Total	77	103	2	182
	42.31	56.59	1.10	100.00

Frequency Missing = 3

Table 17

Non College Bound Graduates Asked If They Would Do Their High School Education Differently If They Could Be Freshmen Again Per Employment Status

Do Different	employed	unemploy	Total
no	60	17	77
	32.79	9.29	42.08
	77.92	22.08	
	40.54	48.57	
yes	87	17	104
	47.54	9.29	56.83
	83.65	16.35	
	58.78	48.57	
Don't know	1	1	2
	0.55	0.55	1.09
	50.00	50.00	
	0.68	2.86	
Total	148	35	183
	80.87	19.13	100.00

Frequency Missing = 2

Question 17 What would those who indicated they would do their high school education differently change?

Summarizing the data in Table 18, the graduates would do their high school education differently by 'trying harder' (54.64%), i.e., 53 graduates. Twenty five (25.76%) would either go to vocational school, take business courses or trade courses. Nine persons (9.28%) would choose the college preparation curriculum. Ironically, only two persons indicated they would take more mathematics; an area identified by many graduates for helping in obtaining a job and one in which graduates judged as an area that they lacked for job seeking. Perhaps those who reported they would take college preparation would include mathematics in that category. Evidently many graduates would still avoid taking mathematics even though they know mathematics is a necessary area of knowledge.

Referring to Question 14 in which the respondents indicated they were 'not taught enough', another question arises, i.e., was the fault the schools', that did not have high enough standards, or the students', who did not try hard enough?

Question 18 What would the persons be doing about continuing their education?

Data was obtained from 181 persons concerning this question (Table 19). Of those employed (147 persons), 62 persons (34.25%) are continuing their education and 13 (7.18%) are planning to begin school next year, i.e., September 1, 1991. That is 41.43% of those employed are continuing or planning to continue their education. Seventy three (40.33%) of the 147 employed persons are not continuing their education.

Of the 34 unemployed persons 10 are seeking employment and not continuing their education,6 are seeking employment and continuing their education, 3 are not seeking employment and not continuing education, 14 are not seeking employment and continuing their education, one is working and not continuing education.

To summarize the total number of persons employed or not who are continuing and plan to continue their education is 95. Add to that number the 13 persons reported from Table 1 who are going to school increases the total to 108 persons. In effect 185 respondents plus 13 persons identified as going to school give a total of 198 persons from which usable data was obtained. This information translates into 55% of those from which data was collected continuing their education in some manner.

Table 18

Non College Bound Graduates Who Responded They Would Do Their High School Education Differently Answer 'How'

Do Differnt	don't know	try harder	go to Vo-tech	take trade classes	take business courses	go to different school
yes	1	53	6	4	14	3
	1.03	54.64	6.19	4.12	14.43	3.09
	1.03	54.64	6.19	4.12	14.43	3.09
	100.00	100.00	100.00	100.00	100.00	100.00
Total	1	53	6	4	14	3
	1.03	54.64	6.19	4.12	14.43	3.09

(Continued)

Different	take college prep	take more math	take drafting	drop out & work	take different courses	Total
yes	9	2	1	1	3	97
	9.28	2.06	1.03	1.03	3.09	100.00
	9.28	2.06	1.03	1.03	3.09	
	100.00	100.00	100.00	100.00	100.00	
Total	9	2	1	1	3	97
	9.28	2.06	1.03	1.03	3.09	100.00

Table 19

Status of Continuing Education Per Employment Status

	Status of Education	Employment status: employed	unemploy	Total
Frequency	seeking employ	0	10	10
% of total	Not continuing	0.00	5.52	5.52
% of row	education	0.00	100.00	
% of column		0.00	29.41	
	seeking employ	0	6	6
	continuing	0.00	3.31	3.31
	education	0.00	100.00	
		0.00	17.65	
	Not seeking	0	3	3
	employment	0.00	1.66	1.66
	Not continuing	0.00	100.00	
	education	0.00	8.82	
	Not seeking	0	14	14
	employment	0.00	7.73	7.73
	continuing	0.00	100.00	
	education	0.00	41.18	
	working and	62	0	62
	continuing	34.25	0.00	34.25
	education	100.00	0.00	
		42.18	0.00	
	working	72	1	73
	Not continuing	39.78	0.55	40.33
	education	98.63	1.37	
		48.98	2.94	
	plan to attend	13	0	13
	school next year	7.18	0.00	7.18
		100.00	0.00	
		8.84	0.00	
	Total	147	34	181
		81.22	18.78	100.00

Frequency Missing = 4

(4 students did not answer one of both of the questions)

Table 20 has the data on 93 respondents, two less than the 95 persons given above. In other words, data was not obtained from two persons who were included in the previous total. Summarizing the data for Table 20 the leading types of continuing education for both employed and unemployed are Community Colleges (38), Technical Institutes (16), Adult Education Programs (11), Trade Schools (10), and Business Institutes (6). The 13 persons reported in Table 1 included 9 persons enrolled in Somerset County Technical Institute, making a total of 25 graduates attending a technical institute. Table 21 gives a perspective of of those persons employed part time and full time in the schools they are attending. Evidently persons employed full time are able to attend adult education courses, trade schools, business institutes and EMT/First Aid instruction, probably because the offerings are in the evenings.

Question 19 What reasons would persons have for continuing or not continuing their education?

Insufficient data was collected on this question to make any comments. (Table 22)

Unexpected Findings There were three unexpected findings. When the investigator interviewed the six secretaries about their general impressions concerning the telephone survey, they responded by indicating the hostility that was expressed by many students toward schools and particularly toward guidance counselors, e.g., "Once the guidance counselor found that you were not planning to apply for college they forgot you." Twenty seven graduates are tabulated in Table 1 as being hostile toward the Somerset schools, not including the persons that had messages left on their answering machines or with persons at their homes who did not return the call.

Another finding was the amount of time that the graduates were home. The expectation was that telephone calls could be made from 4:30 to 8:30 PM. What was found was that the persons were home a short time to eat then leave the house. Evidently the persons only eat and sleep at their homes. The best time for future telephone surveys seems to be 4:30 to 6:00 PM.

The fact that 25 persons had moved and 44 persons had their telephone disconnected, i.e., 17% of the 408 graduates, seems a higher mobility rate than expected, assuming a disconnected telephone signifies a move. The guidance counselors recommended the survey be conducted in September. This was, of course, impossible for this study. Perhaps the timing of this survey was more appropriate because of the 9 month time lapse since graduation. The graduates had now experienced much of the problem of the transition from school to work.

Table 20

Type of School Being Attended By Employment Status

Type of school	employed	unemploy	Total
Adult Ed	10	1	11
	10.75	1.08	11.83
	90.91	9.09	
	13.70	5.00	
Trade school	9	1	10
	9.68	1.08	10.75
	90.00	10.00	
	12.33	5.00	
Comm. college	33	5	38
	35.48	5.38	40.86
	86.84	13.16	
	45.21	25.00	
Technical Inst	10	6	16
	10.75	6.45	17.20
	62.50	37.50	
	13.70	30.00	
Public Univ.	3	0	3
	3.23	0.00	3.23
	100.00	0.00	
	4.11	0.00	
Private Univ.	0	1	1
	0.00	1.08	1.08
	0.00	100.00	
	0.00	5.00	
Indus. train	0	2	2
	0.00	2.15	2.15
	0.00	100.00	
	0.00	10.00	
art\dance	2	0	2
	2.15	0.00	2.15
	100.00	0.00	
	2.74	0.00	
flight sch	0	1	1
	0.00	1.08	1.08
	0.00	100.00	
	0.00	5.00	
business inst	3	3	6
	3.23	3.23	6.45
	50.00	50.00	
	4.11	15.00	

Table 20

Type of School Being Attended By Employment Status (Cont.)

computers	1	0	1
	1.08	0.00	1.08
	100.00	0.00	
	1.37	0.00	
EMT\First Aid	2	0	2
	2.15	0.00	2.15
	100.00	0.00	
	2.74	0.00	
Total	73	20	93
	78.49	21.51	100.00

Table 21

Type of School Being Attended Per Status of Employment, Part Time or Full Time

Type of school	Part time	Full time	Total
Adult Ed	0	10	10
	0.00	13.70	13.70
	0.00	100.00	
	0.00	20.83	
Trade school	1	8	9
	1.37	10.96	12.33
	11.11	88.89	
	4.00	16.67	
Comm. college	15	18	33
	20.55	24.66	45.21
	45.45	54.55	
	60.00	37.50	
Technical Inst	8	2	10
	10.96	2.74	13.70
	80.00	20.00	
	32.00	4.17	
Public Univ.	1	2	3
	1.37	2.74	4.11
	33.33	66.67	
	4.00	4.17	
art\dance	0	2	2
	0.00	2.74	2.74
	0.00	100.00	
	0.00	4.17	
business inst	0	3	3
	0.00	4.11	4.11
	0.00	100.00	
	0.00	6.25	
computers	0	1	1
	0.00	1.37	1.37
	0.00	100.00	
	0.00	2.08	
EMT\First Aid	0	2	2
	0.00	2.74	2.74
	0.00	100.00	
	0.00	4.17	
Total	25	48	73
	34.25	65.75	100.00

Table 22

Reasons for Continuing Education by Employment Status

REASON	Employment			
	no job	part time	full time	Total
get ahead	3	5	3	11
	17.65	29.41	17.65	64.71
	27.27	45.45	27.27	
	60.00	83.33	50.00	
cant find GOOD job	2	0	2	4
	11.76	0.00	11.76	23.53
	50.00	0.00	50.00	
	40.00	0.00	33.33	
took year off	0	0	1	1
	0.00	0.00	5.88	5.88
	0.00	0.00	100.00	
	0.00	0.00	16.67	
want more money	0	1	0	1
	0.00	5.88	0.00	5.88
	0.00	100.00	0.00	
	0.00	16.67	0.00	
Total	5	6	6	17
	29.41	35.29	35.29	100.00

COMMENCEMENT

Commencement is a term defined "as to have or to make a beginning" in Webster's Ninth New Collegiate Dictionary. Rather than conclude this report with a summary and conclusion the investigator chooses to provide a commencement. To the reader who has laboriously read this report, at least to this point, the fact should be apparent that the data could be further manipulated and, perhaps, interpreted differently. The report was written from a global point of view, i.e., data from all schools was combined in order to determine if major trends or facts could be detected. These trends and facts as interpreted by the investigator and statistician are cited for each of the questions in this study.

The reader may use the trends and facts cited for each of the questions to examine individual schools to determine similarities and variations-not to compare, but to help answer the question, what happened to the 1990 non college bound graduates from my school? [Please notice that for individual schools there may be fewer tables than in the combined report because there was no data available for a particular question.] This information might be used to inform students and alter curriculum, in effect to 'make a beginning' in helping all students have a better transition from school to work and life.

PS

Because of the anxiety that seemed to be generated by this study the original data will be available for examination by any professional school employee in Somerset County, New Jersey until May 15, 1992.

SELECTED REFERENCES

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APPENDIX A

THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS
Graduate School of Education
10 Seminary Place • P.O. Box 5050 • New Brunswick • New Jersey 08903-5050

Dec. 10, 1990

Dear

As you will recall from the Oct. 15, 1990 meeting of the guidance counselors at the Somerset County Vocational and Technical School there is an initiative to conduct a follow up study of the 1990 graduates of the Somerset County public high schools who indicated they were not planning to attend postsecondary education after graduation. This non college bound population is a concern not only of the county but of the State of New Jersey and the nation (see enclosure).

The goal of this study is to answer the question "What is happening to the non college bound graduates?" Non college bound are those former students who reported that they had no intentions of going to college after graduation but were going to seek full time employment.

I should state that there will be no comparisons of graduates from different schools, i.e., apples and oranges comparison. The information from this study may enable the schools to make the school to work transition easier for the non college bound.

Attached is a progress chart showing each school's status. During the Oct. 15th meeting each school was asked to (by Nov. 15th):

1. Review the letter and instrument with the principal and give feedback
2. Submit the name/address/telephone of June 1990 non college bound graduates

Attached find the revised letter and instrument. If these are satisfactory, please telephone me or send a short note. I can then have the Somerset Vocational School initiate the first mailing of the survey (with the exception of those schools that plan to telephone the students themselves.) [I need to know if your principal wants the letter to go out with your school letter head and principal signature or my signature and Rutgers letterhead.]

Please respond by Dec. 20 with all requested information.

Your cooperation will be appreciated.

Sincerely,

Charles R. Doty, Ph. D.
908-932-8018/908-238-1730 (H)

APPENDIX B

Directions for Interviewers

Six persons, secretaries in the vocational school, were used to collect information via a telephone interview. Simulations using the instrument were conducted in order to teach the persons to be courteous, to keep their questioning consistent and to avoid giving information or expressing opinions.

The secretaries were taught to use the following format:

My name is _____. I am calling Mr/Ms____ (name of student) for a Rutgers University survey. We need his/her help to improve our schools.
This survey will take 5 minutes.
If the student is not home or has moved ask:

When will he/she be available?

What is his/her new telephone number?

Always thank the person answering.

BE CONCISE:

Stay with the questions on the survey form.

Avoid conversation!

BE COURTEOUS:

Always say thank you!

RECORD KEEPING;

Prepare to survey 10 persons at a time.
Write student's name and telephone number on form before calling.
Check off the name on the master list when a person is interviewed to prevent calling a person twice.

intvdir

APPENDIX C

THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS

Graduate School of Education
10 Seminary Place • P.O. Box 5050 • New Brunswick • New Jersey 08903-5050

You have been selected by your high school guidance counselor to participate in a follow-up study of those 1990 graduates who indicated prior to graduation that they planned to go directly into full-time employment. The "school to work" change in your life has been identified as one of the hardest times in a person's life. We want to learn if you were prepared to enter the work force. This information can be used by your school to help future students, perhaps some of whom may be your friends or relatives.

We are very concerned about your progress and hope you will share your experiences by answering the questions on the enclosed questionnaire. All information you give will be confidential.

Your help is essential and your help will be appreciated.

Sincerely,

Charles R. Doty, Ph.D.

P.S.
Please return the questionnaire in the enclosed, self-addressed and stamped envelope within one week.

All information will be confidential.

THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS

Graduate School of Education • 10 Seminary Place • New Brunswick • New Jersey 08903

Follow Up Questionnaire School/Student Code _____ _____

SOMERSET COUNTY
1990 NON COLLEGE BOUND GRADUATE SURVEY

Directions: There are five sections in this questionnaire: I) Background Information, II) If Unemployed, III) If Employed, IV) Education and V) Evaluation. Please complete the background information first, then answer either Sections II or III depending on your present employment situation, provide information on any further education you are accomplishing, then give your evaluation of your high school education for your school to work transition preparation.

I BACKGROUND INFORMATION;

Check which of the following courses of study you completed in high school [you may need to check more than one]:

1.1_____ Business and Office 1.2_____ College Preparation
1.3_____ General Education 1.4 _____ Ind. Arts
1.5_____ Vocational Education 1.6_____ Other (Describe)
_____

II UNEMPLOYED:

Based on your experience in seeking work since graduation:

2.1 What courses of study helped you, if any?
_____
_____

2.2 What courses of study would you have liked to have been taught that you have found that you lack?
_____
_____

2.3 What sources have you sought to help you obtain a job, for example, relative, want ad, neighbor...?
_____
_____

Are you:

2.4 _____Actively seeking employment and not continuing education
2.5 _____Actively seeking employment and continuing education
2.6 _____Not seeking employment and not continuing education
2.7 _____Not seeking employment and continuing education

2.8 If you have decided to continue your education, what caused you to do so? _____

III EMPLOYED:

If you are currently employed full or part time, please provide the following:

3.1 Job title_____
3.2 Employer _____
3.3 Self employed _____
3.4 Major duties _____
_____
_____

3.5 _____Full time
3.6 _____Part time
3.7 Salary $_____ ____Hour
____Week
____Month
____Year

Based on your experience in seeking work since graduation:

3.8 What courses of study helped you, if any?
_____
_____

3.9 What courses of study would you have liked to have been taught that you have found that you lack?
_____
_____

3.10 What sources have you sought to help you obtain a job, for example, relative, want ad, neighbor...?
_____
_____

3.11 Which source actually helped you obtain your current job?
_____

3.12 In addition to working, are you continuing your education? _____ Yes _____No

IV EDUCATION

If you are continuing your education please answer the following:

What type of school are you attending?
4.1 ___Adult Education
4.2 ___Private Trade School
4.3 ___Public 2 Year Community College
4.4 ___Public Technical Institute
4.5 ___Public 4 Year College or University
4.6 ___Private 4 Year College or University
4.7 ___Industry Sponsored Training Program
4.8 ___Other (describe)_____

V EVALUATION

5.1 Based on your experience since graduation, have you found your high school education to have prepared you properly to enter the world of work? _____Yes ____No

If no, why?_____
_____
_____

5.2 If you could be a freshman again, would you handle your education differently for the world of work?
____Yes ____No

If yes, explain._____
_____
_____

5.3 Was your selection of courses of study your own selection or did you select courses of study other than what you really wanted? ____ Own Selection ____ Other

If other, explain._____
_____
_____

Comments:_____
_____
_____
_____

Thank you for your help!

Please return in the self addressed, stamped envelope.

APPENDIX E

Data on Individual Schools

[Not included to protect schools]